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ABSTRACT

This booklet presents practical ideas and suggestions intended to help adults develop and support alcohol abuse prevention projects for youths. The first of five major sections considers the following topics: realistic goals for a prevention program; effective prevention approaches; key factors in achieving a working relationship with teenagers; alcohol information and referral resources; common questions asked by teens and appropriate responses; encouraging teens' interests;, meeting teens' needs and expectations; building a functioning, interactive group; adult leaders' needs and tasks; evaluation; rewarding group members; possible pitfalls; and community support. The second section deals with planning issues and discusses choosing a project; defining group purposes; planning tasks; short-term group projects; community outreach projects; introducing new skills; developing a long-term peer program; providing peer training; assessing adult leader skills; and group member selection. The third section provides profiles of sample projects, including short-term, long-term, community outreach, and peer program projects. The fourth section lists and describes resources for alcohol information, working with youth groups, and peer program guides; resources include mailing addresses. The last section lists leadership resources for adults and youths. (WAS)

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ON THE SIDELINES:

AN ADULT LEADER GUIDE FOR YOUTH ALCOHOL PROGRAMS

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U.S. DEPARTMENT OF EDUCATION
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This publication contains ideas, suggestions, and alcohol education concepts from many youth leaders across the country. The purpose of On the Sidelines is to help adults stimulate and support lively alcohol abuse prevention projects carried out by youth, for youth, on issues that interest and affect them. Is Beer a Four-Letter Word?, the companion book of project ideas for teenagers, is available free from the National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, Maryland 20852.

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National Clearinghouse for Alcohol Information

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FOREWORD

Alcoholic beverages are readily available to American teenagers. Parents, teachers, and others who care about young people have reason to be concerned about drinking problems among youth.

A recent national survey found that six of ten 10th to 12th graders drink at least once a month. Roughly one-half of the students reported drinking in cars and one-quarter admitted driving after having "a good bit to drink." Many of these new drinkers encounter other problems: One-third reported being drunk four or five times in the previous year, while 16 percent reported difficulties with friends, 8 percent cited trouble with the police, and 4 percent mentioned problems with school personnel over drinking.

How can you, as a teacher or adult leader of a youth group, help to prevent these alcohol problems among young people, encourage teenagers to learn the facts about alcohol, to examine their beliefs and attitudes in order to make responsible choices about nondrinking or drinking, and to know what to do about friends in trouble? On the Sidelines suggests ways for adults to work with youth and help them make sound decisions about drinking. On the Sidelines is dedicated to those adults who play an important role in the lives of young people by helping them find their own directions.

The National Institute on Alcohol Abuse and Alcoholism is pleased to present this collection of practical ideas and approaches for developing alcohol projects with youth.

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ACKNOWLEDGMENTS

INTRODUCTION: WHO NEEDS IT?

- If you're a teacher, youth worker, school counselor, parent, volunteer sponsor of a community organization such as the local Boy Scout troop or a youth group at your church—
- And if you're concerned about teenage drinking problems in your community and would like to work with youngsters in doing something about those problems—
- Then this guide can help you get started.

On the Sidelines is intended for both adult professionals and volunteers who are accustomed to working with young people, but have not previously tackled an alcohol project. For the youth themselves, you will want to order Is Beer a Four-Letter Word?, a booklet written by the National Clearinghouse for Alcohol Information (NCALI) to motivate junior and senior high school students to become involved in alcohol abuse prevention. This irreverent, colorful, and whimsical book appeals to teenagers and provides them with 12 project ideas or "action plans" for alcohol activities (see ordering information on page 26).

What's so different about doing alcohol projects with teenagers? To answer this question, On the Sidelines pulls together the suggestions of numerous adult leaders who have experience in running alcohol education projects and programs. Many of their suggestions for working with youth may already be familiar and natural; other considerations and cautions, specific to alcohol as a topic, may strike you as new or unexpected.

This guide will help you sort out answers to such key questions as:

- What exactly am I trying to prevent?
- How much do I need to know about alcohol?
- How can I motivate the teenagers to become involved and responsible for the alcohol project?
- What kinds of messages and approaches about alcohol will teenagers listen to?
- What kind of project is appropriate for my group and what resources will be needed?
- How can the project be structured to help the teenagers succeed?
- What are the possible pitfalls I need to be aware of?
- Where can I get help?

This guide is divided into three parts. Part I highlights the important factors you need to know in working with youth on alcohol issues. Part II offers practical suggestions for selecting and carrying out an alcohol project that will suit the needs and resources of your group.

Many different types of projects are possible, but they are divided here according to (1) short-term group projects needing no outside resources, (2) projects that can be potentially aimed at the entire community but require assistance from outside the youth group, and (3) long-term, sophisticated peer alcohol programs involving outside resources and some level of peer and staff training. Part III describes ideas and programs that fall into each of these categories. Most of these projects are more fully described in the student guide Is Beer a Four-Letter Word? Resources to help you and your teenagers carry out alcohol projects are listed in Parts IV and V.

Alcohol activities may run the gamut from a simple, one-time classroom project to long-term, ongoing peer training programs that become permanently established within the school or organization. We hope this book will help you get started on an alcohol project with your group of young people. Whether short-term or extensive, every effort in alcohol education can be fun and can help to prevent problems among youth you care about. Good luck!

I.
TIME OUT FOR THE COACH

Being the adult sponsor for a group of enthusiastic teenagers takes some very special qualities. According to one alcohol project director, "It's like being a coach on the sidelines or the conductor of a symphony orchestra. It's caring a lot about making a success of something, wanting to do everything you can to make it happen, and then stepping back and trusting the players to do the job." Like a good coach, the alcohol project sponsor needs to "understand the game," to help teenagers gain needed knowledge and skills, to foster team feelings of cooperation and trust, and then to step aside and let the young people learn from their own experiences of success or perhaps even of failure.

By picking up this guide, you've expressed a concern and a desire to do something helpful in preventing alcohol problems among the youth you know and care for. Do you need special training or extensive knowledge before leading a school or community alcohol project with young people? The answer is no. Like many adults who work with youth, you may naturally and intuitively possess the most essential qualifications for an adult sponsor—to be a warm, caring person who truly respects the opinions and abilities of teenagers, and to whom youngsters respond with openness and trust.

Before starting a one-time project for either your small group or a broader audience, you will need some basic and accurate information about alcohol, ideas about possible approaches to prevention, suggestions for helping youngsters carry out the project, and information/referral resources available to you. The following sections aim to provide the essential information needed to get your project underway.

Many adults, engaged in an alcohol project for the first time, are surprised to discover how concerned teenagers are about drinking issues. You may become interested enough to use your first project as a springboard for starting other activities. Community outreach projects require more time and effort than the short-term group project, but they also hold the promise of affecting more individuals or of making permanent additions to your community's life. Before undertaking projects that reach out to wider groups, you and your teenagers will need to build up community support and communication. Part II of this booklet provides some suggestions for starting such a project.

The third type of alcohol activity with youth, and the most ambitious, is the peer program. To help you assess what type of alcohol project would suit your teenagers, Part II of this booklet provides an overview of the major tasks involved in starting and maintaining one-time projects, outreach activities, and peer programs. Examples of different program activities now underway around the country are briefly described in Part III.

Naming the Game

The bottom line for youth alcohol projects is "What are we trying to prevent?" Well, probably not drinking. It's often too late for that, since American young people are using alcohol at younger ages than ever before. A national survey conducted by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) in 1974 found that 54.8 percent of youngsters in grades 7 to 12 drink at least once a month, and 23.3 percent drink once a week or more often. By the 10th to 12th grade, according to the followup NIAAA national survey made in 1978, over 25 percent of students report drinking at least once a week and over 8 percent report drinking 3 to 4 days per week.

The reality is that teenage alcohol use reflects the role of alcohol in American life. Teenagers drink for many reasons—to experiment with friends, to feel grown up, to rebel against authority, to relax in a social situation. Like their parents, the majority of young people do use alcohol.

What you can hope for is to encourage all teenagers, whether or not they drink, to examine alcohol use carefully and to make responsible choices that reinforce their own values. You can also encourage teens to respect each person's personal decision about drinking. If teenagers accept their friends' abstinence as a personal choice—not as a moral judgment on the drinkers—then those who drink may be less likely to put pressure on their nondrinking peers.

Through your project, you can reasonably expect to help prevent teenage drinking problems caused by inexperience and immaturity. By any measure—whether of personal, social, health, or economic cost—alcohol abuse is the number one drug problem among youth. The leading cause of death and injury among young people between ages 16 to 25 is automobile accidents, and more than one-half of these accidents are alcohol related.

As a long-term goal, alcohol abuse prevention aims to reduce the number of youngsters who will at some time in their lives either become dependent on alcohol or suffer from personal, family, or work-related problems associated with abusive alcohol use. During their adolescent years, relatively few young people become alcoholics. The major problems for teenagers arise from episodic binges that can be associated with naivete and inexperience and from combining alcohol with other drugs.

Planning a Prevention Approach

It's important to realize that no single alcohol "problem" exists; since different people experience different problems, no single approach will work with everyone. Repeated exposure of young people to varied prevention messages is therefore important. Each school or community project, each exposure to a school curriculum or alcohol activity can make its mark as one more force helping to prevent current or future alcohol problems.

What prevention approaches work best? Providing facts alone is simply not enough. For each individual, drinking or not drinking choices emerge from a complicated mix of personal values, religious beliefs, ethnic and family background, and deeply held feelings.

Parental drinking behavior seems to be the most powerful factor in determining the quality and pattern of a teenager's drinking, but his or her peers exert a strong, immediate impact on a teenager's specific drinking episodes and possibly also on experimental drinking. Because alcohol use is such an emotional, value-laden subject, your group's project will be strengthened if both you and the teenagers approach alcohol issues in terms of personal values and feelings, as well as facts.

Scare tactics and admonitions about drinking are not effective approaches with adolescents, whether such methods come from adults or from other teenagers. Most prevention experts recommend a nonjudgmental approach, in which teenagers are encouraged to make their own decisions on whether or not to drink and to define what is responsible for their personal situation. This does not mean that there are no standards nor values for

behavior. Groups can usually agree on a core of drinking behaviors that are not acceptable to anyone, while also talking about the "gray" areas where individuals define responsible behavior differently.

It is assumed that teenagers who care about themselves and can perceive multiple options will make healthier personal choices than those who have an impaired self-image or feel helpless and powerless to control their lives. For this reason, most sustained and long-term prevention programs place great stress on developing teenagers' coping and decisionmaking skills and enhancing their self-esteem.

Even short-term alcohol projects may be able to provide some lifeskills learning; for example, by encouraging youngsters to see optional choices as they carry out the projects. Part III of this guide suggests ideas for adding lifeskills learning to the alcohol projects described in Is Beer a Four-Letter Word? As adult sponsor, your attitude can do much to foster and strengthen youths' self-esteem, coping and decisionmaking skills, and confidence in solving problems.

A final word about the overall project approach. As the adult sponsor, you need to determine what prevention focus is appropriate for your community. In most American communities, teenagers see a wide variety of drinking behaviors and encounter inconsistent and diverse adult opinions about alcohol; in these circumstances, teenagers will need help in forming a consensus about acceptable standards and in making drinking or nondrinking choices based on their own responsible judgments.

Abstinence alone as a prevention approach for youth has not been effective. However, emphasizing abstinence as the most desirable personal choice has worked successfully for a number of programs in certain specific environments. One such environment is the relatively homogeneous community that provides young people with strong social and legal support for abstinence on religious grounds; examples are programs serving areas where Mormon and Baptist populations predominate. A particular stress on abstinence may also be effective among black teenagers in inner-city or rural areas where there is strong religious and family support for nondrinking.

If the nondrinking stance seems appropriate for your project, then two cautions are important. First, though abstinence may be recommended as the preferred choice, teenagers need to be granted the right to make their own decisions about drinking or not drinking. Also, you need to know that in communities where the majority of adults are abstinent because of religious conviction, there may be few appropriate role models for teenagers who do decide to drink; adults in these communities tend to be polarized between abstainers and alcohol abusers and therefore provide youth with few models of responsible, problem-free drinking.

Looking at Personal Qualities

To help young people come to grips with the meaning of alcohol in their lives, the sponsor needs to establish an open, sharing, trusting atmosphere. Even though your project may focus primarily on alcohol information, your teenagers need to deal with their feelings and values since this subjective dimension—not facts—determines how and why people use and abuse alcohol.

Achieving a warm, accepting relationship with teenagers can be as natural to youth workers as breathing, but a few suggestions may still be welcome. Alcohol project directors speak with striking similarity about the personal qualities important in an adult sponsor. These key factors, as summed up by staff of the Regional Council on Alcoholism in Cleveland, Ohio, include:

Honesty and openness. The adult who works with adolescents must be prepared to give them honest feedback about their behavior and to provide a model of self-awareness. When the adult leader is pleased or disappointed, he or she should tell the young people. An adolescent's trust is based on confidence that the adult means what he says and says what he means. Without honesty there is no trust, and without trust there is no cooperation. It also helps teenagers to get to know the adult leader on a personal level. Teens love to hear short personal anecdotes.

Respect and ability to listen. When teens talk—listen! The adult leader should make eye contact, smile, avoid sarcasm or sarcastic tone of voice, face the speakers squarely, make sure each member of the group is heard, and insist that teenagers also respect each other's

feelings and ideas. Adults need to deal with the fact that they may respect some teenagers easily while finding it hard to respect others. An important part of this respect is really believing in the teenagers' capabilities—in their ability to make their own responsible choices and to carry out their own ideas and plans.

A sense of humor. Teens respond to a light touch; humor also makes life easier for the sponsor. Although alcohol is a serious issue, a project can still be fun rather than dull or grim. Jokes, cartoons, refreshments, recreation breaks, personal anecdotes, a funny prop—all can contribute to a positive, productive atmosphere. Teenagers also enjoy taking photos or videotape films of themselves at work on projects, or filming their classmates as part of a prevention project.

Flexibility and patience. No youth project operates exactly as it was intended. Teens forget procedures, fool around, and fail to double-check things that should be triple-checked. Sundry other maddening slips occur to throw off the best-laid plans. Adult leaders need to expect and tolerate last-minute hitches and adjustments. Flexibility is essential, along with a backup plan.

Other qualities mentioned by project directors as important for the sponsor are the capacity to feel empathy for the lifestyle and life pressures of adolescents, to be open to criticism and new ideas, to care about youngsters, and to want to help.

Preparing for Specific Alcohol Issues

You may already be confident, from past experience, that you are able to foster open, trusting, and sharing relationships with teenagers. What may be unfamiliar are the special demands of alcohol as a topic. As with any other subject, some background knowledge is indispensable. An adult sponsor needs to collect some basic alcohol information, to understand his or her own attitudes about adult and teenage drinking, and to know some referral and other helping resources.

Basic alcohol information. You and the teenagers don't have to be experts, but you do need basic up-to-date, accurate information. The National Clearinghouse for Alcohol Information (see page 26 for address) can provide essential facts on drinking, including such pamphlets for teenage use as "Alcohol Questions and Answers" and "Thinking About Drinking." If you want additional information or books about alcohol, see the suggested resources on page 27.

Regarding community prevention resources, help may be available from your local library or from the alcoholism information treatment and services listing in the classified section of your telephone directory. Your State Prevention Contact (SPC) can put you in touch with other alcohol prevention programs and experts within your State (for SPC directory, see page 26).

Extensive literature exists about alcoholism, alcohol and human physiology, and pharmacology, but this is not needed in education projects. Concentrate instead on information that is really pertinent and practical for teenagers—information that will help them make responsible personal choices. They need to know about alcohol content of different drinks and the physical effects of becoming drunk, about the relationship of alcohol quantity, time, and body weight to blood alcohol content, about how mood and hunger affect the drinker, and about the effects of alcohol on mental and physical performance.

Teenagers will want to discuss what to do in problem situations, such as how to keep an intoxicated friend from driving. They also need to be disabused of such common myths as the ability of coffee to hurry the sobering-up process.

If a question is asked to which you don't know the answer, honesty is the best response. Instead of bluffing, enlist the teenagers' help in looking up the answers together. And it is important to stress both the positive and negative aspects of alcohol. As teenagers realize, a great many Americans drink for pleasure and enjoyment, such as the enhancement of a fine meal. Since the majority of Americans do drink in a responsible, problem-free way, teenagers will tend to distrust as unrealistic any portrayals of alcohol that are completely negative.

Self-awareness about personal attitudes. In an open situation, teenagers and the adult together will talk over their attitudes about drinking. Teens have an unwitting ability to ferret out any feelings of uncertainty, ambivalence, or contradiction in their adult leader. Since American adults tend to be biased, strongly opinionated, and also ambivalent about drinking, rethinking your personal attitudes about alcohol use and abuse is an important preliminary before asking students to clarify theirs.

Like most people, you may be surprised at just how confused, ambivalent, and strong your feelings about alcohol really are, and you will probably enjoy exploring this topic. Getting together a group of your friends, neighbors, or colleagues to discuss values and attitudes about alcohol is one way to make you aware of differing points of view. This discussion also will help you clarify and possibly redefine your own values. What is important to get at is how you feel, not what you think, about drinking.

Students are curious about the drinking practices and attitudes of adults and may ask—

- Do you drink? Have you ever been drunk?
- Why do my parents tell me alcohol is bad if they drink themselves?
- Are there some kinds of drinking everyone thinks is bad?

In dealing with alcohol questions, you will need to respond in nonjudgmental terms. Individuals have the right to hold differing views. By the same token, families can exemplify a variety of drinking patterns. What seems like excessive alcohol use to you may be an acceptable, problem-free drinking norm in a teenager's family. Instead of defining rigid standards, focus attention on understanding which adult drinking practices are broadly accepted in our society, which are generally disapproved, and which are ambiguous.

On the same issue of the adult sponsor's own drinking, nearly all prevention project personnel contacted by NCALI emphasized the importance of being "up-front," honest, and candid about drinking beliefs and behavior. One director commented, "I think students will accept and respect any drinking decision of an adult as long as the decision is healthy for that person and others in his or her life, and as long as the adult is honest and not afraid to share." Adults also need to be comfortable enough about their own drinking or nondrinking behavior to model appropriate behavior and not set double standards for themselves and youth.

The important issue is not whether the adult uses alcohol, but how he or she deals with the decisionmaking process and with others' rights. The sponsor needs to believe that youth can make responsible decisions. If a personal opinion is requested, the adult can explain that this is "just one person's point of view," which will model how personal standards can be coupled with openmindedness.

Knowledge of helping resources. Adults with no previous involvement in alcohol education may not be aware of how many youngsters are personally concerned with alcohol problems of their parents, extended families, friends, or even themselves. Alcohol educators comment that, when there is a quiet opportunity and a trusting relationship, youngsters frequently hint at their concerns and eventually ask for help. Early appeals can be timid and easily ignored unless the adult is alert to these overtures.

For a youngster who is troubled, the adult sponsor can help by seeking out appropriate expert resources through the regular channels recognized by the school or youth agency. When a family alcohol problem is involved, it is generally preferable to refer youngsters for help without naming alcohol as the focal cause; this approach allows the family to accept help for the child without forcing public acknowledgement of parental alcohol abuse.

Learning What Other Leaders Say

In talking about their work with youth, alcohol project directors from around the

country say how much they enjoy teenagers' enthusiasm, spontaneity, and openness, as well as their eagerness to learn about and explore alcohol issues, attitudes, and values. Directors also comment on the teens' willingness to get involved, their readiness to learn and experiment, and their flexibility as people. On the negative side, directors say they sometimes have difficulty with youths' self-centeredness and constant testing, their tendency to create disciplinary, acting-out problems, and their irresponsibility about personal behavior—an irresponsibility encouraged and supported by American institutional systems.

In areas of the country where youngsters are raised in a traditional, authoritarian mode, alcohol project directors find that many youths tend to be passive, to lack communication and assertiveness skills, and to have rather low self-esteem. Such youths say they will do one thing (what they think they should do) and then march out and do what they want to do instead.

Young people accustomed to authoritarian situations need time and encouragement if they are to assume an active, assertive role in the alcohol education group. But once won over, it is stressed, these teenagers will do anything for the project's success.

Supporting Teenagers in Playing Their Game

You, the adult, are concerned about alcohol problems. So how do you spark your teenagers' interest in doing an alcohol project? Certainly nobody recommends forcing the topic down the teens' throats. Evidence of alcohol problems is everywhere in our society, so a timely conversation-starter can easily be found from local news events, television story lines, or newspaper cartoon strips. An introduction should be all that's needed, since most teenagers want to sort out alcohol questions in their lives; it's a relevant, serious issue that they care about.

Teenagers' enthusiasm and willingness to do prevention activities can be bolstered if they share a sense of ownership in the proposed project. Let the project reflect the teenagers' interest, what they want to do, and how they want to do it. Respect the youngsters' opinions on what the problems and needs are among the teenagers they know and within the broader community.

In any alcohol project, the clearer, simpler, and more straightforward the goals the greater chance of impact. So don't muddy the water with many different goals—help the youngsters define the most urgent alcohol problems, what kind of project addresses those needs, and the particular messages your group wants to convey.

Allowing teenagers to have ownership of the project is only one of many suggestions made by experienced project directors for running successful alcohol projects with teenagers. The following pages contain many other of their ideas and recommendations for working as an adult sponsor of alcohol projects.

Meeting Youth Needs and Expectations

Adolescence is a time of idealism—of great interest in responsibility to others, commitment, and mutual caring. Teenagers seem to need a chance to test their competence in carrying out worthwhile work that affects other people, to be accepted as responsible members of a group, to be held accountable for completing individual tasks, and to develop interpersonal relationships through mutual commitment to a shared goal.

The reasons teenagers give for working on alcohol projects include the desire to gain

respect and acceptance from their peers, to help others get involved in solving social problems, and to understand and learn how to cope with alcohol-related problems of self, family, and friends. Many adolescents respond sympathetically to the idea of taking care of and protecting each other from damaging or dangerous situations related to alcohol. Nobody can say what they want better than the youth themselves—

> "I want to know that what I'm doing does count."
>
> "I want to be better able to help myself."
>
> "I want more people to know that us kids care about what's going on enough to stand out and say 'Hey—this is going to be our world—let us help to try and make it better for us and for our generation to come.' "

Teenagers point to a wide variety of benefits from their participation in alcohol projects, including development of career and communication skills, personal satisfaction and growth through sharing ideas and reaching out to others, and improvement in problem-solving skills and in the ability to help someone with an alcohol problem. Those who have experienced peer training programs report a further dimension in personal growth. As one participant stated, "I'm more happy and comfortable with myself, more aware and sensitive to others. so I relate better to other people and I feel less helpless and better equipped to really share and be myself."

Of course, during a single alcohol project, some of these deeper needs and longings of adolescents will only be touched upon. The significant lesson is that alcohol issues lie at the heart of some deeply felt values for teenagers. Exploring their personal attitudes, increasing self-awareness, building self-worth—these are significant learning tasks.

For your youth group, you may want to consider expanding your alcohol project to a year-long plan with an overall theme built around a variety of emotional learning issues, such as drugs, sex roles, assertiveness, sexuality, family life, and family planning. A series of related projects has the advantage of built-in coherence and flexibility, allowing teenagers to explore different areas of interest to them. As well as being introduced to experiential techniques, the group can learn many practical skills through conducting interviews, inviting guest speakers, or investigating advertising effects.

Building a Cooperative, Sharing Group

Encouraging the teenage group to take ownership of and responsibility for the alcohol project, as well as fostering a sense of mutual cooperation, trust, and sharing, may be the sponsor's major challenge. The personal leadership style of the sponsor really matters; the adult needs to be able to step in and out, helping when necessary, but allowing youth to assume the major roles and major responsibilities. The energetic, dynamic adult who rallies young people around to carry out his or her plans may look successful, but is actually depriving youth of their own growth experiences.

Helping a group to function as an interactive, cooperative unit that meets individuals' needs and yet encourages their best efforts toward a common goal—this is an intricate and exciting challenge applicable to prevention projects. Many useful books have been written on techniques for working with small groups. If you want to learn more about group process methods, consult the suggestions in the "Resources for Work With Youth Groups" (page 28) and "Training for Leaders" (page 31).

Alcohol project directors stress the importance of maintaining a delicate balance between providing guidance and support when needed versus trusting youth to do the job themselves. The community educator at Shalom, Inc. suggests that the balance of responsibility between the adult and youth roles should be openly agreed on, with clear guidelines established.

Students can share responsibility for the planning, training, and scheduling of tasks. The adult consistently needs to challenge the students' thinking, but not give ideas unless requested or unless he or she has a strong personal need to do so. If the adult merely questions how, when, where, and why the project is to be implemented, teenagers can usually come up with worthwhile plans.

Firm guidelines are necessary so teens know what is expected of them. Similarly, teenagers respect the adult who will draw the

line" on questionable behavior, so long as the adult communicates honest respect and criticizes the action, not the actor. Young people may be more secure with flexible directions than with a totally open-ended situation. For example, "Here are two options, what do you think?" seems to work better than a "Use your creativity and do whatever you want" approach.

Be careful that teenagers take on tasks offering a reasonable chance of success. One alcohol director cautions, "Never but never take back a job that you have delegated to youth. A leader must learn to bite his or her tongue rather than offer unsolicited advice that gives a teen the message 'I gave you this job but I don't trust you to do it adequately without my help.' "

Considering the Adult's Needs

Letting youth take the lead role is easier when the adult sponsor is aware of his or her own personal needs for influence, attention, success, or whatever. The director of a program in Pennsylvania states, "It's especially hard for those who care the most about preventing youth alcohol abuse—for program people who are used to taking pride in doing a good job—to step back and not be in total control of the situation."

Anxiety over allowing students to take responsibility, knowing how much control adults should have, and when they should or should not let go is a common problem among sponsors. Leaders recommend that sponsors talk to other adults about these situations to gain objectivity and perspective.

As one director sums up the situation, "We as support people shouldn't be afraid of letting the students go. Sometimes the students will have to blunder in order to learn an effective method. That doesn't mean we have failed, but rather that we have let the students make their own mistakes." Many project sponsors confirmed the importance of letting youngsters make their own errors, but they also reported great anxiety and frustration over occasions when teenagers did fail.

Another frustration arises when teenagers don't respond to what the adult thinks is important. The suggestion here is to let the youngsters do the goal setting, which limits the adult sponsor's false expectations as well as the frustrations over what is done.

One alcohol program director pointed out that nobody's around to support the adult sponsor, who needs some personal support system. His suggestion was to set realistic limits for yourself, to seek advice from colleagues and friends about thorny problems with the group, and to plan whatever alternate activities work best to help you unwind.

Stepping in at the Right Moment

The project belongs to the teenagers—it should be their impetus, their ideas, goals, and plans, and their work. In projects and programs across the country, young people are taking on public presentations, conducting skills workshops, leading small interpersonal groups, and listening to and helping their peers. While teenagers can competently handle these and many other significant activities, they do need help.

As adult sponsor, any substantial project will require your continued support, guidance, and monitoring. One project director suggests that teens can need help in all areas, depending on their group skills and interests. By assessing the strengths and weaknesses of the group as a whole, you can tailor the project to utilize individuals' strengths while bolstering their weaknesses.

Teenagers often overextend themselves and need guidance in paring down their ideas to fit realistic, achievable goals, in learning how to transform their ideas into realizable projects, and in setting limits. Young people need to develop their interpersonal skills communication, listening, and assertiveness. And if the alcohol project involves reaching out to others, teenagers will want to practice and feel confident about whatever skills will be used in the actual project activities. Some tasks are inherently difficult for teens, such as sitting down with adult authority figures to communicate, negotiate, or make decisions.

Other tasks specifically singled out as areas where teens may need help include developing concrete workable plans, working through periods of frustration, preparing timelines, learning new information, discovering ways to handle problems and obstacles, following up on projects, and fundraising.

The ideal number of teenagers for an alcohol project varies, depending on the type of activity planned. For working committees,

small clusters of up to five participants can cooperate effectively. In this setup, ideas can be shared, flaws in planning will be spotted, the burden of fiascos can be distributed, and kooky ideas are more likely to be discarded. Several adult sponsors observed that smaller groups with limited focus seem to get the most done.

Many outreach projects—such as public presentations, teaching young children, talking to a community leader—are often best handled by pairs of teenagers. Using the buddy system, teens can support, balance, and encourage each other as they try out new skills and experience the pleasure of shared responsibility. Many peer programs use teenagers working in pairs for both the training process and for facilitating small-group workshops.

Alcohol programs often involve discussion groups with roleplaying, trust exercises, and mutual sharing of attitudes and feelings. About 10 to 12 teenagers seems to be the most feasible size for this type of group, allowing each person to feel important and to participate fully.

Tallying up the Score

Did the project run according to plan? What did everybody learn? Were the goals achieved? Teenagers can learn a lot from the process of evaluating each step in their project. An atmosphere of experimentation needs to be established, so young people feel secure enough to take risks, admit to and learn from mistakes, and accept constructive criticism.

The emphasis should be positive—on improving the quality of the work and providing feedback helpful for the youths' own personal development. In practicing for public presentations or outreach efforts, the group members can critique each other. Letting a teenager have the first shot at criticizing his or her own performance, before others chime in, reduces anxiety and promotes feelings of shared group support.

Informal feedback on the group's progress is likely to be sufficient for short-term projects and for most community outreach efforts. If you're developing a peer program, however, you need to consider whether more formal evaluation techniques may be required. For program accountability to administrators, many peer programs use formal evaluation as well as informal feedback methods. For example, peers often take information/attitude tests before and after their training, and the program recipients may be asked to fill out feedback forms about the peers' activities.

Rewarding Youth

When teenagers have devoted a good deal of time, energy, and caring to an alcohol project, some reward and recognition is both deserved and appreciated. Essentially, youth program directors told the NCALI staff that intangible inner rewards count most. The sense of doing important work gives great personal satisfaction to many teenagers. One adult leader commented that, for youth in his group, the opportunity to explore new learning methods, to do their own thing, and to be treated with respect seemed to be "super rewards."

Most teenagers also highly value the respect and support shown by their peers. As adult sponsor, you can set a tone of helpfulness and caring among your group, so that a norm of "stroking" emerges. Although their mutual support will be shown through concrete, real collaboration on tasks, teenagers also appreciate compliments and encouragement from peers, such as a friendly phone call, a hug, or a personal thank you note. An example would be: "Sue, I really admired the way you kept your cool when our prop exploded...."

In addition to the inner rewards, public recognition is important for the individual teenager and it also validates prevention as an important community issue. Among tangible rewards used by alcohol project directors are certificates of participation, recognition pins, group action photographs, and letters of appreciation from the adult sponsor to the teenagers' parents and the school administration.

Teens enjoy receiving public recognition in the school or community newspaper, on TV, or at public presentations. Any publicity needs to be evenhanded, though; interviewers should be discouraged from singling out one or two individuals for special attention while downplaying or ignoring contributions made by the rest of the teenagers in the group.

Many projects plan social events or recreation to reward the whole group for work well done. Such events could include luncheons, parties, picnics, weekend retreats, or a host of other activities.

Avoiding Possible Pitfalls

Alcohol use by youth and even by adults is a potentially controversial issue in some communities and is a topic that can be expected to provoke strong feelings from adults. School personnel sometimes express considerable unease about teaching alcohol issues to youngsters. In reality, most alcohol education programs encounter no parental or community opposition and many, such as the CASPAR program (see page 24), have gained strong, substantial community support. But, because alcohol use is a sensitive issue for many people, certain cautions are in order before you embark on the first alcohol project. Nearly all areas of potential controversy can be avoided by use of good sense, good planning, and good communicating.

To keep any pitfalls from developing, the following guidelines are suggested for every new alcohol project, no matter whether short-term or ongoing:

Keep the school or organization's administration informed about the program. No administrator wants to be caught off guard by questions from a parent or local citizen concerning a project he knows nothing about. The administrator needs to understand and be able to explain program goals clearly, since public misperceptions about alcohol education are probably the most frequent reason for opposition.

Carefully guard issues of confidentiality. At all levels, the personal lives of teenagers and their families need to be protected. Young people must be able to trust that what they disclose about their own or others' drinking behavior will remain private. Such confidences should never be talked about in the teachers' lounge or among adult friends and colleagues, and the students need to share this sense of honor about personal confidences. In the classroom or youth group, young people should be encouraged to talk about issues, problems, and choices—not about personalities. As adult sponsor, you need to set up a "no names" rule and to cut off personal stories immediately, explaining why they are inappropriate for the group situation.

Keep the project aligned with youths' interests. Youth should feel that the project serves their interests and their needs—not the concerns of the administration, parents, or adults. The tendency of adults to try to maneuver teenagers into doing what the adult world thinks is best needs to be avoided.

Furthermore, the teenagers' view of community or school alcohol policy should be listened to seriously. The local school, police, and judicial systems may in fact be treating different teenagers differently; e.g., the drunk and disorderly lawyer's son may be dealt with more leniently than the janitor's son. Making school/community policies as evenhanded as possible will help in demonstrating to young people that local social norms about drinking are consistent and fair.

If alcohol policy in your school either is not enforced or is ignored, you may want to explore whether students might participate in the policymaking process. When appropriately chosen, student representatives can give valuable perspectives on enforceable policy and on the extent of alcohol use or problems within the school. The more school policies reflect student recommendations, the more likely that the policy will be "bought" and supported by the student body. An alcohol policy study could be a worthwhile project for the student council.

Know where to go for help with troubled youth. Once identified as the sponsor of an

alcohol project, you are likely to be approached quietly for help by students concerned about alcohol problems of themselves, their friends, or their families. Check out ahead of time how referrals for these types of problems are handled in your school or organization, learn the procedures, and talk with the designated resource people for their hints and suggestions about encouraging youngsters to come for help.

To sum up, a single alcohol education project with a class or youth group is not likely to encounter objections from any parents or community groups. As the adult sponsor, you will need to follow your school's guidelines for teaching classroom subjects or extracurricular activities, to make the administration aware of your plans, and to know referral procedures.

Planning for Community Support

If, on the other hand, you and your group intend to initiate an ongoing community outreach program, then you all need to proceed carefully and learn about community development techniques. There is no such thing as too much political and organizational savvy in initiating a new program. Massive publicity is best avoided until a solid base of understanding and support has been built up with influential groups and members of the community. A book that might help you in this process is Facilitating Community Change: A Basic Guide by D.R. Fessler, available from University Associates, 8517 Production Avenue, P.O. Box 26240, San Diego, California 92121.

In long-term, institutionalized programs, a few additional cautions should be made. One is the need to gain strong, informed support from your school or group administration. Not only is their tacit endorsement needed, but also their real tangible support in such terms as money, priorities, or permission for peers to teach during class hours. Gaining this support depends on convincing the administration that education and alcohol abuse prevention are important, valid goals. Youth serving on advisory committees can be strong advocates for a program and can make a significant contribution to the decision- and policymaking process.

Another caution is for you and the youth to avoid overpromising quick results. Making significant changes in any type of behavior is a long and difficult process, and this is as true of alcohol abuse as of smoking, overeating, or any other behavior. After an alcohol program has been introduced, more people become aware of and identify alcohol problems, so the local perception may be that alcohol problems are actually increasing rather than decreasing.

One source of misunderstanding that can be avoided is the common confusion between "prevention" and "identification/intervention." You need to make clear that your role is to educate about alcohol issues, not to identify teenagers or families with drinking problems. Making this distinction loudly and clearly can short-circuit teenagers' fears that they may be "reported" or "punished" and parents' fears that they will be identified as "bad parents." In primary prevention programs, intervention and referral of problem drinkers needs to be done quietly, unofficially, and at the teenager's request.

Parents will generally not be apprehensive when a prevention program is open and welcoming. Parents can be invited to visit classes, to observe training workshops for peers, to volunteer their help, and to attend orientation workshops. Some peer programs sponsor parent/peer events, such as picnics.

When parental permission is needed, such as for a classroom survey of student drinking practices, experienced program directors recommend the implicit consent method. Parents are sent a letter explaining the purpose of the survey, are invited to the principal's office to look over the questionnaire, and are asked to telephone if there are questions; a form is included to return if the parent does not wish his or her child to participate. Under these conditions, several NIAAA-funded projects found that fewer than 5 percent of parents denied participation.

II. TIME IN FOR PLANNING

So you've now decided to try out an alcohol project with your youth group. Your next question is likely to be "What type of project will be right for us?" You have lots of options, since alcohol education can run the gamut from a simple one-time project to intensive, long-term programs that require staff and peer training and are designed as permanent additions to the school or community agency. To help you judge just how much preparation may be needed for different activities, we have divided the project ideas into three major categories, depending on level of effort—short-term group projects, community outreach projects, and long-term peer programs.

In each of these categories are many project ideas that have been successfully tried by youth groups. What kinds of projects do teenagers like and complete? According to alcohol program directors, favored projects are those that youth select out of their own personal interest and knowledge. Adult leaders, on the other hand, tend to be biased by practicalities, such as whether handy transportation exists to carry out the planned activities. Usually a compromise can be worked out between youths' ideas and the practical demands. Being allowed to select their own project is vitally important for giving teenagers a sense of personal ownership.

It's perhaps unexpected, but teenagers often prefer work with younger students to activities with their own age group. Some experts believe that age-staggered alcohol education (older teen/younger child) may be more effective than similar-age peer activities. Certainly age-staggered projects have two significant advantages: the high credibility that teenagers enjoy with younger children, and the greater comfort for teenagers in trying out new and unfamiliar skills with younger children rather than with their peers.

Before deciding on a specific project, you may want to review briefly the major steps in choosing and setting up any youth project, whether simple or complex.

Choosing Your Project

Work with your teenagers in choosing the project. Questions for the group to consider in making this decision include:

- What alcohol problems do the teen-

agers perceive among their age group and which do they feel are the most important?

- What is the size of your working group?
- What amount of time do all of you have available to expend on the project?
- What impact does your group wish to make on the school/community?
- What are the characteristics of your audience and what type of messages and projects will make an impact on this audience?
- What is the project of choice, given the group's own interests and strengths?

If you've never before sponsored an alcohol project, then a short-term activity is likely to be the most suitable choice. This will give you a chance to gain basic knowledge about alcohol, find out whether you enjoy working in this field, and do small-scale testing of your more ambitious ideas.

If you hope to become involved in community outreach projects or in peer programs, alcohol specialists recommend starting with smaller, more limited projects. Building on your experience, you can later expand into larger, more comprehensive programs. One of the most vital things to learn is who in the school or community will support alcohol education efforts, which key persons will need to be persuaded, and how these people can best be approached. By starting in a small way, you can "test the waters" and pick up helpful clues about people and attitudes in your own community.

Defining Your Group's Purposes

You and your teenagers need to set sensible, realistic goals for your project. Probably the first response will be the wish to "do something about the alcohol problems in this town—about the beer cans littering the football field and the locker rooms, the teenagers driving around town while they chug-a-lug beer, and stuff like that." These are real problems of human behavior that can't be changed easily. You'll need to help the teen-

agers define what they can realistically expect to accomplish with their project, so the youngsters have a chance of achieving their goals.

In short-term projects, a key goal is to create awareness about alcohol use and problems—to start the group members thinking about their attitudes and values. Learning accurate information constitutes the first vital step toward making responsible choices about drinking and being able to resist peer pressures.

Even a short project can introduce teenagers to the idea that drinking is a complex issue, for which responsible answers may vary from person to person and from situation to situation. Short-term projects may usefully focus on certain specific topics, such as finding out how our legal/judicial system treats cases of driving while intoxicated or deaths caused by drunken drivers. Teenagers may also begin to think about the social and human costs resulting from alcohol abuse, whether by parents, peers, or citizens in general.

Community outreach projects will last longer, take more intensive effort, and aim to affect others outside the group. The "alcohol-specific" goals will be much like those in the short-term project—to provide accurate information, deflate myths, and raise people's awareness about the complexity of their own and others' feelings about alcohol.

In some outreach projects, the goal may be to offer indepth opportunities for individuals to explore their drinking attitudes and values. Other projects may deal with alcohol only indirectly, focusing instead on setting up alternative outlets for recreation, hobbies, personal fulfillment, or community improvement. Teenagers need to understand that providing "something better to do than drinking" counts as a valuable way of preventing alcohol abuse.

Long-term peer programs usually involve intensive training for the young people, who not only learn a good deal of alcohol information but also show marked growth and change in their attitudes, values, and self-concepts. Goals of course depend on the nature of the program and on whether peers are involved in helping, counseling, leading discussions, conducting classes, or working with younger students.

Once the type of project and the goals are decided, you're ready to tackle realistic step-by-step planning. From here on, the adult sponsor's chief job is to provide lots of support and reinforcement. The success of the project will now depend on the teenagers' own motivation, creativity, and effort.

Planning the Steps

Although the amount of preparation is related to the scope of your project, everyone should share in doing the homework for both big and little projects. Decide upon areas of interest and organize the young people to work cooperatively in groups concentrated on specific goals. For all projects, the following tasks are important:

- Identify the resources that will be needed in terms of time, money, outside speakers, supplies, space, equipment, and whatever;
- Plan what steps are necessary, including how to gain the outside support such as publicity or help from other organizations, and determine who will be responsible for each task;
- Plan and carry out the needed work sessions, practice sessions, or training;
- Schedule periodic support sessions to provide focus for the total project;
- Provide for regular feedback and review on progress, activities, problems, and results.

Starting With the Short-Term Group Project

In this first category of projects are one-time, short-term activities that can be successfully carried out using the group's own resources. Such projects may be sponsored equally well by classroom teachers, volunteer or professional youth workers, or sponsors of such specialized school groups as the student council or debate, art, and journalism clubs. In the classroom, alcohol activities can fit neatly into numerous subject areas, including history, sociology, government, family studies, art, and literature.

Popular short-term group projects mentioned to NCALI include setting up displays in school and community locations; holding forums or debates with peers and teachers; putting on school role plays, skits, and assemblies; assisting with alternative activities; and conducting projects with younger students. (Ideas for five short-term projects start on page 21.)

As mentioned before, it's important to keep your alcohol learning goals practical and limited, reflecting the short-term nature of the projects. You may want to order alcohol information ahead of time (see "Resources," page 26), and select the materials most likely to appeal to your teenagers. Alternatively, the young people can order their own materials as a first step in the project.

Since short-term activities are so many and varied, a single set of how-to guidelines can't be suggested. What can be recommended is that you, as adult leader, stay keenly alert to the broader learning opportunities implicit in alcohol projects. What you may be able to touch on, in a brief but perhaps significant way, are issues pertaining to social and cultural awareness, critical thinking and life-coping ability, group interaction skills, and growth of individual self-awareness and self-esteem. Although these sound like "tall-order" issues for a short project, the following are some ideas about how these concepts could potentially be introduced:

Social and cultural awareness. Whenever

possible, encourage youth to think about alcohol issues, not just to learn facts. For example, instead of simply investigating the laws about driving while intoxicated, discuss how the youngsters feel about our system of justice regarding drinking violations. How do teenagers feel about the drunken driver with three prior convictions who kills someone and receives a 2-year suspended sentence? What is the driver's responsibility to his date or others he's transporting about in his car? Whenever possible, encourage the youth to see that people are different, with very different values and opinions, so that judgments can also legitimately differ.

Critical thinking and life-coping ability. Many teenagers have trouble perceiving options and choices, which limits their ability to cope and make flexible decisions. With this in mind, you can set up the project to encourage youth to try out different solutions. Your base point can be, "There is no right or wrong way on this—we can experiment." When appropriate, get across the idea that seeing and choosing options applies to many decisions in life—that everyday living depends not on "either-or" choices but on a vast array of possible options and decisions.

Group interaction skills. Carrying out the projects in small groups is not just a way to accomplish a task, but a method for teenagers to learn group cooperation, sharing, and support. If you haven't already looked at the process going on in your youth groups, you may be surprised at the new perspectives this viewpoint can bring out. Some students may be dominating the groups they're in while others are withdrawn or submissive. By being aware of these dynamics, you may be able to help the individual teenagers in learning how to be more cooperative and more effective in communication.

Growth of individual self-awareness and self-esteem. Under a brash exterior, many teenagers struggle with feelings of insecurity and uncertain identity. Even a short project can give youth a chance to become more aware of their own feelings, to earn recognition for a good job, to build working relationships with peers, and to make and act on their own decisions. Every fulfilling experience of this kind helps a teenager's sense of self-esteem.

Expanding the Short-Term Project

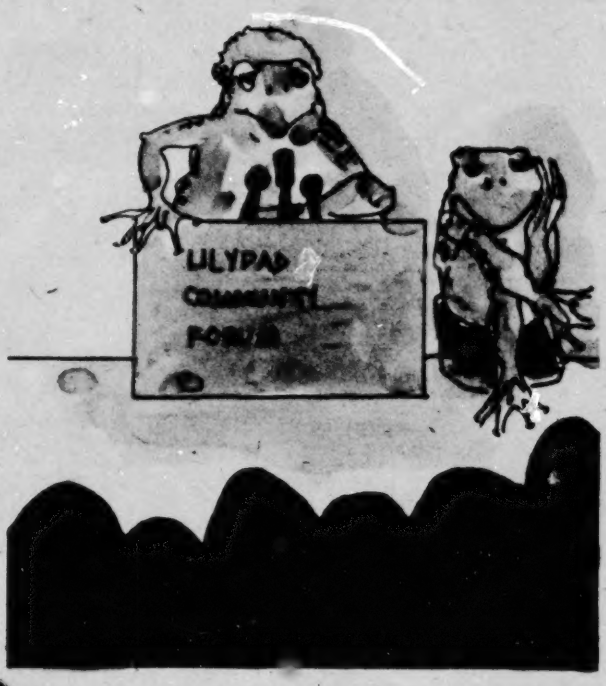
Another opportunity to watch for is the potential of expanding the group's activities to a wider audience. In an art class, for example, student posters could be pasted up in the school halls or reproduced in the student newspaper. A collection of alcohol materials put together for the school library might be made into a display for the local shopping mall. A class skit or debate could be presented to church or community organizations.

Some projects may be appropriate for age-staggered teaching or work with younger children. The teenagers will naturally be pleased by public attention for these efforts. Before expanding your project to the community, though, you'll want to consider letting your administrator know about the plans.

For many reasons, you may not want to pursue more than one alcohol project with your youth group. Especially if you are a teacher, you might be interested instead in developing several units around lifeskills issues. Looking at feelings, attitudes, values, personal decisions—this style of learning can apply not only to alcohol but to a whole series of personal issues affecting youth, such as family living, marriage, sexuality, assertiveness, peer pressure, stress management, nutrition, and personal good health.

Reaching Out to the Total Community

Community outreach projects demand a higher level of effort than do small group



activities, as well as requiring assistance from outside the initiating group. At the same time, outreach projects can potentially influence great numbers of young people. All the projects described on pages 22-23 involve the larger community, either through outreach by media and promotional efforts or by community development techniques. Because they are relatively large in scope and intended to make a definite, measurable impact on the school or community, these projects obviously require more planning and a greater commitment of time than small group projects need.

Alcohol program directors report teen success with the following types of outreach projects: giving discussions and presentations to the public through community forums, television programs, or radio shows; assisting at recreation centers; meeting and interacting on alcohol issues with teenagers from other schools or community groups; taking an active role on community advisory boards, such as the Youth Traffic Safety Council; providing age-staggered tutoring or teaching with individuals and classes of younger students; and producing alcohol-related puppet shows and other activities for children in summer camps. (Ideas for six types of community outreach efforts start on page 22.)

Either school or volunteer youth groups are appropriate to sponsor community outreach projects, as long as they are equipped to handle some sustained planning and project activity. If the project is successful (e.g., if a dry disco youth center is established), these community-oriented action projects may become permanent, ongoing additions to the community or may be repeated as annual events.

In deciding whether it is feasible to take on a community outreach project, you and the teenage group need to consider the following questions:

Can wide support from other teenagers be counted on? In order for the outreach project to meet a clear and acceptable need in the community, the project must be wanted by many teenagers outside the initiating group. An informal canvas or survey may help to assure the teenagers that they don't speak only for themselves and that their idea can have impact on and credibility with other youth.

Do the teenagers have sufficient time and commitment? Before proceeding with community or school mobilization efforts, an indepth plan should be carefully thought out, with responsibilities assigned. Some groups may prefer shorter, time-limited projects rather than activities that require continued effort over a period of weeks or months.

Are appropriate resources outside the group available to help? All the community service projects depend on some external resources. You and the teenagers will need to identify these resources and possibly ferret out alternative sources of assistance. A brainstorming session can help to identify the key actors in the community and how they might be approached; for example, one or two teenagers may be known to have an inside track for approaching the local disc jockey.

Is the group prepared for "lobbying" efforts? Community outreach projects depend on convincing other people to support your cause. Some teenagers thrive on the chance to sell themselves and their ideas, while less assertive youngsters may dread it. The group needs to understand that motivating others is important for community projects, and that the process of convincing others may not be quick.

Is the group willing to share responsibility for the project? Success will often depend on the extent of support provided by others outside the group. To promote and manage some alternative teen activity or event, for example, will require help from adults, community leaders, and other people. In some cases, youth will need to understand and accept the importance of sharing project responsibility and depending on others for success.

Introducing New Skills

Community outreach efforts offer the chance for a variety of practical learning experiences. In developing these projects, youth can learn "first hand" how to organize and carry through a plan, solve problems, and communicate effectively enough to sway others' actions. The alcohol project may be a teenager's first opportunity to influence adults on a topic of serious, mature concern. Being able to engage adult respect and support will strengthen the teenagers' feelings of self-worth and belief in their ability to make things happen in the adult world.

In the process of enlisting support for the project from their peers, teenagers can be helped to build their leadership skills, learn to listen to others' opinions, and express feelings. The ability to hear what others want, to plan a project that satisfies those needs, and then to mobilize support and help—these lifeskills can be used later by young people in many jobs and professions, in their neighborhoods, and even in their families.

What needs to be known about alcohol? As with the small group projects, some basic, practical alcohol information is important. Your teen group also will need to look at the specific youth alcohol problems in your community in order to come up with targeted solutions. For example, teenagers drinking and driving around in cars with nothing else to do may be a major problem that might be reduced by establishing a local teen center. In planning the center, the youth group will need to involve teenagers from the drinking/driving crowd, so that their wishes are heard and they too can share ownership of the project.

As adult sponsor of an outreach project, you will need to be able to explain alcohol abuse prevention to the public. A number of the outreach ideas, such as promoting alternative activities, have no obvious relation to alcohol misuse. You can strengthen your case if you explain that many experts believe providing interesting and fulfilling activities, as well as strengthening teenagers' self-esteem, are important factors in preventing both alcohol abuse and other problem behaviors.

Also, before embarking on community outreach, teenagers need to understand that adults may react to alcohol issues on a personal, emotional level. You can help youth better understand the emotional facets of alcohol use if you have already verbalized your own attitudes and beliefs.

In preparing to "sell" the projects to adults or to the community-at-large, the group may want to try out different scenarios. For instance, what does a young person do if the adult responds that "There isn't any problem with teenagers drinking in this town," or if the adult barks, "So throw the book at them when they're caught drinking and driving, that'd stop it right enough." Teenagers can work out the most effective responses and practice them ahead of time in role plays, which will increase

their confidence in handling actual situations. If you as the adult leader want to learn more about role-play exercises and methods, the suggested books on working with youth groups (see page 28) may be helpful.

Developing a Long-Term Peer Program

Long-term alcohol abuse prevention programs that are integrated into the "system" can be the next logical step to follow a successful community or school outreach project. Long-term, institutionalized programs require the most time, effort, and preparation, but are also likely to be the most effective means of preventing alcohol problems among youth because of their repeated, reinforced alcohol messages delivered over a sustained period of time.

Peer program directors say that teenagers especially like the following activities: taking part in overnight or weekend group retreats; conducting 1-day workshops; and developing and carrying out small group sessions, decisionmaking activities, and post-film discussions. (Descriptions of six peer program ideas or models start on page 23.)

In many long-term programs across the country, youth are being trained to work as peer leaders, educators, tutors, helpers, listeners, and counselors—and are proving

themselves able to handle this wide variety of roles and responsibilities. Because adolescents tend to be more open with each other than with adult authority figures, and because teenagers tend to drink together in unsupervised circumstances, the use of peers offers an exciting potential for reaching and influencing young people.

Peer components are often added to existing programs. For example, peer leaders and educators can be a valuable addition for school alcohol curriculum/teacher training projects; peer listeners and helpers work well in existing school or community support/guidance rap centers; and peer counseling can be a vital aspect of community health centers or school counseling programs.

Providing Peer Training

The amount and type of training needed by peers will vary greatly, depending on the intended peer role. Information on how to do the different peer programs lies beyond the scope of this guide. What we do want to provide is a sense of the types of skills and level of effort needed in a peer program, so you can judge whether such a project is right for you. For further readings on peer programs, see page 29.

What kind of training do peers need? Program directors report that special emphasis should be given to a number of issues pertaining to alcohol. Trained peers quickly become known for their special knowledge about alcohol, and teenagers often find them easier than adults to approach for help. Confidentiality is therefore extremely important. Young people must be able to trust that the peers will respect personal confidences, and the peers should understand the implications and sensitivities involved in such disclosure.

Most peers do not initially have the interpersonal skills to lead an alcohol education discussion group, and they often do not know how to listen and question instead of prescribing solutions for others. Whether in groups or in one-to-one helping, peer efforts require a nonauthoritarian leader role that is unfamiliar to many teenagers. Both assertiveness training and help in developing a nonjudgmental personal style may be needed.

Another common problem is that peers in alcohol programs frequently expect too much of themselves as helpers. Therefore, peers will feel relieved by sorting out what they can realistically do and knowing how and when to refer a troubled teenager for further help. The issue of being a role model for other youth needs to be confronted directly and grappled with, so that peers can be comfortable with their role.

Assessing Skills for the Trainer

What skills will you need to sponsor an intensive peer program? Most critical is your own accepting, nonjudgmental attitude plus training in group process and communications skills. Most peer programs use open-ended discussion groups, exercises that clarify values and attitudes, and role plays—all educational techniques that have undergone extensive development during the past 15 years.

If you want to brush up on your skills or to explore these promising new learning techniques, check within your local community for training opportunities. Adult education centers, local colleges, inservice teacher training programs, and community health clinics may all offer training in group facilitation and communication skills. The readings suggested on pages 28-29 may also be helpful.

As a check of your own readiness, think through what training and skills the peers will need for your planned program. Do you feel confident about all or only some of the areas in which peers will need help? In most programs, peer training is conducted through small interactive groups designed to improve skills in communicating (such as sending and receiving messages), managing and resolving conflicts, decisionmaking, goal setting, facilitating groups, and peer helping and counseling.

In terms of personal growth, peers are often assisted to be more assertive and self-aware, with a clearer sense of their personal values and an improved ability to perceive options, control negative impulses, and relate to others. Techniques may also be taught for reducing stress, encouraging relaxation, and coping with open-ended, value-laden dilemma situations. Programs focusing on substance abuse provide peers with extensive alcohol information and knowledge about helping resources.

Besides assessing your own personal and professional readiness, you need to look at the

political and organizational tasks in setting up a long-term program. Intensive projects create their own demands. Unlike short-term projects, peer programs require more than eager, committed adult sponsors and teenagers. It is also imperative for the school or agency administrator to understand the program goals and give whole-hearted support.

Peer programs need more than lipservice; they usually require tangible signs of real administration support, such as approval for peer absences from class and funding for staff positions. Others who need to know exactly how a school program will affect them—and to give their support—include the superintendent of schools, guidance counselors, and teachers.

Intensive projects are best initiated through a slow, careful organizing process. Before any strategy is actually tried, a good deal of collaborative planning and decision-making, open discussion, and gradual preparation to mobilize community resources should occur. The principle steps in this process, according to a study of many youth substance abuse projects, include the following:

- Start small and grow slowly, stressing voluntary participation;
- Expand the ownership, especially in the developmental phase, to include representatives of all involved sources (e.g., administrators, teachers, parents, youth);
- Know the political and social territory and power dynamics;
- Develop clear-cut goals and objectives and present your strategy to others in clear, concrete terms with feedback to show where there may be misunderstandings;
- Coordinate change at all levels of the organization, stressing personal contact and avoiding surprises for those with political accountability;
- Keep a low profile during the process of gaining credibility for the program;
- Make it pleasurable, enjoyable, and rewarding in a climate of relatedness and sharing; and
- Share leadership, surrender power at appropriate times, and respect others.[1]

Selecting the Peers

Which youth will be involved? In peer programs, a special group of teenagers is selected and recruited, sometimes from a number of different schools. Recruiting exclusively from among student council members, honor students, and recognized leaders of school or community groups may not be desirable, since such teenagers already tend to be busy and may not represent youth in general.

Program directors usually try to enlist a mix of students representing different teenage groups. The CASPAR program in Somerville, Massachusetts, for example, tries to balance their peer group members to provide varying backgrounds in ethnicity, academic achievement, personal drinking experience, and family experience with alcoholism. Important criteria in selecting peers seem to be an interest in the project, enthusiasm, an open-minded attitude, and an ability to communicate clearly in either small groups or large gatherings.

Practically no efforts have been made to compare the results of different peer selection methods. Although most programs use some form of self-selection, a few have devised nomination processes in which teenagers select their natural leaders and helpers. In self-selection programs, some peers will be drawn to the program by their own family problems with alcoholism or by their hope of getting help with personal drinking problems. As an adult sponsor, you need to be sensitive to the real problems underlying these peers' interest in the topic, to be able to support the teenagers in resolving their problems and, when necessary, to suggest sources of professional help.

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[1]Schaps, E.; Cohen, A.Y.; and Resnick, H.A. Balancing Head and Heart: Sensible Ideas for the Prevention of Drug and Alcohol Abuse. Book 3: Implementation and Resources. Lafayette, California: Prevention Materials Institute Press, 1976.

III. PROFILES OF PROJECTS

Behind every successful alcohol project lies somebody's good idea. While finding just the right idea for your group may take a little searching, the effort can make the difference between a ho-hum project and a "Wow!" result. This section sets out a number of good ideas that have been tried by youth groups, and your own teenagers may come up with many more.

Most of the plans in this section are more fully described in Is Beer a Four-Letter Word?, a book of project ideas designed for youth that is available free (see page 26) through the National Clearinghouse for Alcohol Information (NCALI). The details about the Is Beer projects provided here are not intended to describe the projects, but to suggest potential learning skills that you, as adult leader, may build into the activity. For additional publications that contain alcohol project ideas, consult the resource list in this guide (page 27).

Samples of Short-Term Projects

The following examples are all short-term group projects described more fully in Is Beer a Four-Letter Word?

Searching for Your Drinking or Nondrinking Roots (Is Beer Plan #1, p. 6)

Because alcohol use is deeply rooted in most cultures, tracing attitudes and practices regarding drinking can be an exciting way for teenagers to learn about themselves, their families, and their pasts. It is also an excellent way to build ethnic pride and legitimize the many different attitudes and values about alcohol use that make up American drinking norms.

This project affords young people opportunities to work individually or in groups to research cultural drinking histories, using a wide variety of techniques. Creative methods can be designed for communicating the discoveries to each other and to the school or community.

Experimenting with Peer Pressure (Plan #8, p. 29)

Pressure to conform to group standards is an insistent reality in the lives of most teenagers. This project suggests ways for individuals to understand peer pressure and how it can be focused in positive directions

through decisionmaking and assertiveness techniques, such as by reinforcing responsible decisions about alcohol use.

Central to the plan are 2-week peer pressure experiments that the teenagers can design for themselves. The experiments push teenagers out of step with their friends; individuals may be quite shocked to realize how much they value and need group standards and acceptance. Such self-awareness, and the experiments themselves, can be a rich source for discussion concerning the importance of respecting other individuals' choices and decisions.

60 Minutes (Plan #10, p. 35)

In this project, the demanding skills of investigative reporting are brought to bear on two significant areas—teenagers' drinking attitudes and local alcohol issues and problems. In preparing a balanced, fair, and accurate story, students can interview a cross section of the community—youth, parents, business owners, clergy, police and court officials, healthcare providers, elected representatives, ethnic or racial spokespersons, social scientists—to reveal the often complex and opposing attitudes and practices related to alcohol use and abuse.

Moreover, teenagers have the chance to develop, direct, and produce their own "60 Minutes" slide or tape show suitable for school or community presentation, using a host of technical and coordination skills.

Trying Your Case in Court (Plan #6, p. 22)

Setting up a mock trial can be a challenging way for teens to debate the issues of alcohol use, master the court system, and learn about State and local alcohol laws. With roles for 10 to 50 students, this plan involves a step-by-step reinactment of an alcohol-related crime and the subsequent arrest, hearing, trial, and sentencing. It affords opportunities to discuss emotions and the use of legal punishment as a form of social control. In researching the mock trial, students also have a chance to consult expert sources in the community on legal, medical, and criminal issues.

Assembly Programs (Plan #11, p. 38)

A little friendly competition can go a long way toward capitalizing on youths' natural interest in alcohol and toward livening up proverbially dull assembly programs. The plan recommends several approaches to effective alcohol abuse prevention education—including a "drinking (knowledge) contest"—that are fun, nonmoralistic, and involve the entire student body in some phase of research, organization, or competition. The challenge in this plan involves factoring "attitude change" questions into the otherwise factual format, so that students deal with the responsible decisionmaking aspect of alcohol use instead of focusing only on knowledge.

Ideas for Community Outreach Projects

The following project ideas in Is Beer a Four-Letter Word? pivot around providing services to young people beyond the initiating youth group.

Turning on the Local D.J. (Plan #2, p. 9)

Competing in the marketplace of ideas is valuable experience for any teenage group, especially when it involves working with local D.J.s to raise awareness about safe and healthy uses of alcohol. The plan includes suggestions for sensitizing the D.J. to DWI and other alcohol problems so that he or she is motivated to include prevention messages in the D.J. patter, to play public service announcements produced by youth or others, and to become

a highly visible advocate for alcohol education and abuse prevention efforts.

Understanding how to persuade through the media and how to develop creative, effective messages targeted to youth can be a rewarding communication and prevention project.

A Drinking/Driving Demonstration (Plan #7, p. 25)

Drunk driving is a major cause of highway accidents and fatalities among youth. A carefully controlled demonstration—by youth for other youth—to show the relationship between blood alcohol levels and driving performance can illustrate vividly the dangers faced by young people who drink and drive. It is also an effective way for teenagers to discuss alternatives to drinking and driving. An ideal project for a driver education class, the plan includes helpful suggestions for setting up the demonstration, for involving school officials, parents, and traffic personnel, and for promoting the findings of the project.

Promoting the "Well-Being" of Your Group (Plan #12, p. 41)

As the environmental agenda for the 70s joins the consumer agenda of the 80s, an exciting new interest in lifestyle factors and health promotion is sweeping the Nation. This plan suggests ways that young people can become effective advocates for school or community activities designed to promote mental and physical health. Possibilities range from a health club, to a "well-being" week, to a core "well-being" curriculum that merges such subjects as physical, driver safety, health, and alcohol and drug education. Beginning with assessing gaps in local education programs, the plan suggests strategies for analyzing needs, utilizing existing resources, and recommending changes to administrators.

Alternatives to Drinking (Plan #3, p. 12)

As an approach to alcohol abuse prevention, alternatives have become a staple in scores of youth programs nationwide. The reason is simple: alternatives make teenagers feel good about themselves, give them a sense of accomplishment, and help them develop skills. And the possibilities roll on, from motorcycle mechanics to meditation, from competitive swimming to film criticism. This plan suggests three levels of student involvement: (1) analyzing the needs that alcohol fulfills and brainstorming alternative activities that also meet these needs; (2) assessing the kinds and availability of local alternatives and devising ways to get the word out; and (3) developing new alternatives.

Opening a Dry Disco (Plan #9, p. 32)

Creating a welcome place for teenagers to gather on nights and weekends is no mean task. It takes a strong combination of energy, momentum, and money. But the result—a dry disco—can be a permanent source of fun and pride for youth in any community. The plan is realistic in describing the difficulties inherent in this ambitious project; however, it also provides useful suggestions for building credibility with civic groups and public officials, fundraising, overcoming organizational pitfalls, and managing the project. The plan is appropriate for a club with creative and savvy leadership or for a coalition of youth and civic groups.

Getting into the Community (Plan #5, p. 18)

Want to get money or recognition, explore the local power structure, provide a community service, gain community development experience? This plan outlines a wealth of ideas for publicizing alcohol issues in the community and for taking on a service-oriented project, such as a Social Action Project or a Sober Driving Pool. The media ideas—for TV, newspapers, radio, graphics, videotapes, exhibits, and displays—are suitable as individual projects or as publicity adjuncts for other activities. Pharmacists, doctors, city council members, and State legislators are among the many possible targets listed for outreach and education.

Examples of Long-Term Peer Programs

The following long-term program descriptions include one project idea from Is Beer a Four-Letter Word? and summaries of several well-established school and community peer models.

Setting Up a Student Support Center (Plan #4, p. 15)

From crisis intervention to summer school in Spain, from job counseling to Alateen clubs, a student support center can provide

multiple outlets for student energies and concerns.

To answer the many needs and interests of young people, the center can be run by students who have made a firm and fairly long-term commitment to the project. However, because setting up and operating the center takes skill and training, experts in counseling and guidance need to be involved. Young people can be trained in group facilitation, communication, and listening skills to be available as one-to-one helpers and listeners for peers or younger students. The possibilities are enormous: resource library, peer counseling and tutoring, counseling and referral, community services, workshops, and mini-courses on a host of issues and subjects.

Granted, setting up a support center is a big undertaking. But look at what's in it for students:

- A place to seek and find information on alcohol, drugs, family planning, alternative activities, and other subjects of concern;
- A place to confide, share experiences, and try out solving problems with their peers;
- A place where teenagers, and especially trained peer leaders, can help other youth, strengthen and use their interpersonal skills, and enhance their self-concepts.

Boys Harbor Peer Education Program, New York City

In the Boys Harbor Teenage Alcohol Abuse Prevention Program, peer educators inform and teach other teenagers about alcohol and help increase their ability to solve problems constructively. Peer educators are selected by their school classmates on the basis of defined leadership qualities; one to three peers from each class are trained in how to conduct group experiences and alcohol education.

Supervision is provided by Boys Harbor staff for peer educators who design and conduct a series of alcohol education and personal growth experiences for their classmates, either in class or during weekend retreats to the Harbor summer camp on Long Island. In serving poor, minority teenagers from Harlem and East Harlem, the Boys Harbor agency also provides both counseling and enrichment activities for the peers, such as tutoring, school and job guidance, and an alternative arts school. For further information contact:

Boys Harbor Teenage Alcohol Education Program
The Children's Center
104th Street and Fifth Avenue
New York, New York 10028

CASPAR Peer Leader Program, Somerville, Massachusetts

Operating as part of a comprehensive community alcoholism treatment program, the CASPAR Alcohol Education Program serves elementary, middle, and high schools in Somerville, Massachusetts. As one component in their program, CASPAR trains, pays, and supervises high school peer leaders who act not as counselors but as alcohol educators and group discussion leaders.

Within the school system, peer leaders assist CASPAR-trained teachers with alcohol education units, conduct rap sessions during study halls, and, for elementary classes, perform alcohol-related puppet shows and other activities. Community outreach for peer leaders includes giving presentations to community groups and professional organizations, as well as conducting after-school workshops for children of alcoholic parents. For more information contact:

CASPAR Alcohol Education Program
226 Highland Avenue
Somerville, Massachusetts 02143

Drug Abuse Reduction Through Education (DARTE), Wayne, Michigan

DARTE is a school-based substance abuse education and prevention program serving Wayne County, Michigan. This comprehensive, county-wide program provides inservice training for school administrators, teachers, support staff, and students, with a strong emphasis on learning experiential techniques and communication skills. Encouragement of student-led activities is one part of the total DARTE approach, which stresses affective education, development of a supportive school climate including substance abuse policies, and fostering of students' self-concepts and decision-making abilities.

In the teenage alcohol education/prevention component, volunteer high school students are trained by DARTE and then return to their local school districts to make presentations and lead discussions about alcohol with classes of elementary, middle, and high school students. The peers function in teams. Each team has an adult coordinator who is responsible for arranging transportation for the peers, scheduling presentations, and attending followup meetings with other adult coordinators. For more information contact:

Director, DARTE
Wayne County Intermediate School District
33500 Van Born Road
Wayne, Michigan 48184

Student Peer-Listening Group, Milwaukee, Wisconsin

Casimir Pulaski High School in Milwaukee, Wisconsin, has established a Peer-Listening Group in conjunction with the Human Relations Program and Alternatives Class held in the school's Adjustment Center. The peer listeners are volunteers, many of whom have had drug- and alcohol-related problems themselves.

The center provides a safe and confidential environment for students in need of help with both adult staff and peer listeners available to assist them. Peers also work autonomously to help teenagers outside the center, reinforced by ongoing support and direction from the center staff. For more information contact:

Adjustment Center
Casimir Pulaski High School
2500 West Oklahoma Avenue
Milwaukee, Wisconsin 53215

Shalom Peer Leadership Training, Philadelphia, Pennsylvania

Shalom is a private, nonprofit, school-based organization that serves 23,000 students in 12 high schools and 1 elementary school in the Philadelphia area. One part of the total Shalom program is providing peer leadership training in program planning and helping skills to interested and promising youth who have participated in introductory awareness groups. After completion of the training, peer leaders become involved in a variety of activities, such as giving presentations on drug and alcohol abuse problems to grade school classes, cofacilitating awareness groups, helping at recreation centers, acting as peer helpers or supports, meeting and interacting with other students (especially new students), and assisting with alternative activities.

Shalom peers also serve as teen advisers and liaisons on several community advisory boards, including the Youth Traffic Safety Council for which the peers conduct alcohol, highway safety, and other programs. One Shalom project has offered elective credit courses for high school students in peer leadership. Staff also teaches leadership skills to members of such school-based organizations as student councils and the National Honor Society. For more information on the complete Shalom program and their research contact:

Shalom, Inc.
311 South Juniper Street
Philadelphia, Pennsylvania 19101

IV. RESOURCES

General Prevention Resources

The resources listed below will help you get started if you want to learn more about alcohol programs or prevention:

Single State Agencies for Alcohol Abuse Prevention (SSAs)

Each State has a single agency responsible for alcohol abuse prevention and treatment programs (in some States, the SSA also handles drug programs). The State Prevention Contact (SPC) in your State agency is a good person to contact for information about programs and technical assistance available in your State.

Addresses of Single State Agencies and SPCs may be obtained by writing the National Clearinghouse for Alcohol Information (see below) for their lists, State and Territorial Alcoholism Authorities and Program Directors and State Prevention Contacts.

National Clearinghouse for Alcohol Information (NCALI), P.O. Box 2345, Rockville, Maryland 20852.

NCALI, the information arm of the National Institute on Alcohol Abuse and Alcoholism, provides free information and services, including literature searches on specific alcohol topics; standard youth packages designed for teachers, for the general public, and for teenagers researching alcohol topics for term papers; and individual requests for information. Contact NCALI for a list of available publications.

Of special interest to youth leaders is The Community Connection: Resources for Youth Alcohol Abuse Prevention Programs. This annotated resource list describes a number of available manuals for planning community prevention programs and projects and for training youth. You may also want to request Guide to Alcohol Programs for Youth, which describes current NIAAA prevention theories and out-

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standing program models, and Alcohol-specific Curricula: A Selected List, 1981.

National Clearinghouse for Drug Abuse Information (NCDAI), P.O. Box 416, Kensington, Maryland 20795.

The National Clearinghouse for Drug Abuse Information, operated by the National Institute on Drug Abuse, distributes free publications on all aspects of drug abuse and drug abuse prevention, including planning of prevention programs.

National Clearinghouse for Mental Health Information (NCMHI), Public Inquiries Section, Room 11A-21, 5600 Fishers Lane, Rockville, Maryland 20857.

Of particular interest will be the Guide to Mental Health Education Materials, Consumer's Guide to Mental Health Services, and the Plain Talk series of pamphlets on such topics as dealing with feelings of guilt, managing stress, and learning the art of relaxation. All are available free from NCMHI.

Center for Multicultural Awareness, 2924 Columbia Pike, Arlington, Virginia 22204.

This program, funded by the National Institute on Drug Abuse, develops multicultural prevention materials including posters, pamphlets, annotated prevention bibliographies pertaining to minority materials, and Drug Abuse Prevention Films: A Multicultural Film Catalog.

Pyramid (East), 7101 Wisconsin Avenue, Suite 1006, Bethesda, Maryland 20014. Pyramid (West), 3746 Mt. Diablo Boulevard, Suite 200, Lafayette, California 94549.

Pyramid, a project funded by the National Institute on Drug Abuse, supplies a nationwide pool of resource persons who provide information and program support for primary prevention efforts. In addition, the project publishes an annotated curricula list, a number of bibliographies, and a quarterly newsletter entitled The Prevention Resource Bulletin. This newsletter includes general prevention articles, program descriptions, publications and media reviews, conference notices, and lists of organizations involved in prevention programming.

Alcohol Information

The resources listed below can provide you with basic information about alcohol to use as background material for your alcohol project. NCALI, listed above, can also provide alcohol information. Factual resources include:

Facts About Alcohol and Alcoholism by the National Institute on Alcohol Abuse and Alcoholism, 1980. Contact: National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, Maryland 20852.

This free booklet is useful for adults and older teenagers who want a concise, factual overview of alcohol and alcoholism. Topics covered include the chemistry of alcohol and how it affects the body; the nature of problem drinking and its personal/social costs; the origins, diagnosis, and treatment of alcoholism; and types of helping agencies. Approaches for preventing alcohol problems among youth are briefly discussed.

Alcohol Information Module by the American Red Cross, Youth Services, 17th and D Streets, N.W., Washington, D.C. 20006, 1980.

To help young people make wise drinking decisions, the American Red Cross has produced the Alcohol Information Module (AIM), consisting of a leader's guide and 24 spirit-duplicating masters for participants' use. Topics covered include the history and manufacture of alcohol, physical and emotional effects of alcohol, symptoms of problem drinking and alcoholism, and an overview of other frequently abused drugs. AIM can be used by youth groups in both school and community settings.

Learning About Alcohol: A Resource Book for Teachers by S.A. Miles, American Association for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, Virginia 22091, 1974.

> Discussed in this book are past, current, and projected patterns of alcohol use, as well as principles and objectives of school alcohol education and curriculum approaches. The range of behavior involving alcohol is considered, including such topics as risk, values, norms, high- and low-risk drinking, drinking and driving, misconceptions about alcohol, and physiological effects. An appendix discusses the manufacture and use of alcohol, provides a brief history of health and alcohol education, and lists teaching media and resources.

Loosening the Grip: A Handbook of Alcohol Information by J. Kinney and G. Leaton, C.V. Mosby Co., St. Louis, Missouri 63141, 1978.

> Developed as part of a college training program for alcohol counselors, Loosening the Grip has also been used successfully with high school peer counselors. It provides a comprehensive overview of alcohol, using an appealing, easy-to-read style and whimsical illustrations. Topics covered include the history of alcohol in a societal context; alcohol and the body; alcohol effects on behavior; alcohol and suicide; alcohol and polydrug use; definitions, etiology, diagnosis, treatment, and medical complications of alcoholism; and the effects of alcoholism on the family.

Resources for Work with Youth Groups

The publications listed below can assist you in developing your ability to interact with youth, particularly in terms of communications and group process skills. A variety of low-cost publications on youth involvement are also available from the National Commission on Resources for Youth (NCRY), 36 West 44th Street, New York, New York 10036, including a booklet of project ideas, a how-to manual on peer co-counseling, and reprints from NCRY newsletters that describe outstanding youth projects. You may also want to explore participating in local or regional workshops and classes that teach group process skills (see page 31 for potential types of training opportunities). Books that could prove useful include:

100 Ways to Enhance Self-concept in the Classroom by J. Canfield and H.C. Wells, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1976.

> The 100 classroom-tested techniques (kindergarten through college) described are designed to enhance self-esteem and sense of identity. Topic areas include building a supportive environment, increasing awareness of individual strengths, enhancing personal identity, encouraging self-acceptance, developing goals, and improving relationships with others.

Group Process in Alcohol Education with Strategies for the Classroom by the American Driver and Traffic Safety Education Association, 1201 16th Street, N.W., Washington, D.C. 20036, 1978.

> This book presents an overview of the group process approach as applied to alcohol education and relates specific group techniques and activities to the overall approach, including role plays, open-ended discussions, and dilemmas. It also includes results of a pilot study in which these group activities were tried by Milwaukee teachers, including the teacher reactions, conclusions, and recommendations.

It's Your Move: Working with Student Volunteers by ACTION, National Center for Service-Learning, 806 Connecticut Avenue, N.W., Washington, D.C. 20525, 1976. Copies are available free.

> In this manual for community organizations, all aspects of working with student volunteers are covered, from needs assessment to volunteer selection, supervision, and training. Other publications on youth volunteerism are available from ACTION.

Joining Together: Group Theory and Group Skills by D.W. Johnson and F. Johnson, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1975.

This handbook discusses the theory of group dynamics and provides numerous skill-building exercises for use in small groups. Experiential exercises in leadership, decisionmaking, problem-solving, team-building, conflict management, and personal and group power offer a repertoire of learning experiences for use with teenage peers in small group situations.

Learning Together and Alone: Cooperation, Competition, and Individualization by D.W. Johnson and R. Johnson, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1975.

Comparing cooperative, competitive, and individualized teaching approaches, this publication discusses the appropriateness of each approach for various teaching situations. The authors explain how to set up a "cooperative goal structure," including agreeing on a mutual goal, sharing tasks, dividing the labor, and rewarding the group, as well as how to handle controversies, differences, criticism, and the problem-solving process.

Reaching Out: Interpersonal Effectiveness and Self-Actualization by D.W. Johnson, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972.

Reaching Out provides theory and exercises that will help to develop effective interpersonal skills involving trust, expression of feelings, styles of listening and responding, acceptance of self and others, and constructive confrontation. The book is appropriate for use by teenager peers and by adults who wish to develop interpersonal skills in young people.

T.E.T.: Teacher Effectiveness Training by T. Gordon, David McKay Co., Inc., New York, New York, 1977.

This textbook for teacher training programs focuses on increasing teachers' interpersonal effectiveness. Communications and listening skills are emphasized, with attention to such issues as advising and counseling young people, resolving conflicts, handling disciplinary problems, and improving teacher-student relationships.

Values and Faith: Value-Clarifying Exercises for Family and Church Groups by R. Larson and D. Larson, Winston Press, Inc., Minneapolis, Minnesota, 1976.

This handbook of exercises on valuing self and others is designed to be used by religious, family, and community groups of all ages. The exercises help participants seek answers for their life choices and may be especially useful for bridging the gap in attitudes between generations.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students by S.B. Simon, L.W. Howe, and H. Kirschenbaum, A & W Publishers, Inc., New York, New York, 1972.

This values clarification handbook provides detailed instructions for 70 values clarification strategies, describing the purpose and procedures for each.

Value Exploration Through Role Playing by R.C. Hawley, A & W Publishers, Inc., New York, New York, 1975.

Secondary school teachers will find this handbook useful in helping them to incorporate role-playing exercises into their normal teaching routines. A variety of role-playing formats are presented that allow participants to explore their own values and those of peers and family. A chapter on what to do when things go wrong is included along with suggested exercises for developing moral judgment.

Long-Term Peer Program Guides

If you are interested in setting up a peer-training program, you will probably want to consult the materials developed by other peer models. The following selected publica-

tions include examples of outstanding peer-training modules that could be adapted or used for substance abuse prevention programs:

Caring and Sharing: Becoming a Peer Facilitator and Youth Helping Youth: Handbook for Training Peer Facilitators by R. Myrick and T. Erney, Educational Media, Inc., P.O. Box 21311, Minneapolis, Minnesota 55421, 1979.

A handbook for young people undergoing peer facilitator training, Caring and Sharing provides basic information and exercises to develop helping skills. The book contains nine chapters of structured training in such skills as attentive listening and giving feedback, along with 28 activities. Youth Helping Youth will assist trainers in designing a new peer program, in training peers, in organizing field experiences for facilitators, and in providing peer program accountability for such persons as school administrators.

The Complete Handbook for Peer Counseling by M. Samuels and D. Samuels, Fiesta Publishing Co., Miami, Florida 33138, 1975.

After a review of the successes and failures of traditional approaches to drug abuse prevention, Part I of this book describes the Dade County (Florida) school system's Project PRIDE (Professional Resources in Developmental Education) and discusses the merits of peer counseling. Part II is a programmatic guide on how to conduct a peer counseling or training program. A chapter on organizing the program covers such topics as designing the rap room, informing the faculty, and selecting and motivating peer counselor trainees. Activities are described for an 18-to 24-hour training program in 15 sessions. Part III of the book deals with program accountability. Evaluation instruments and a bibliography are included.

Extend: Youth Teaching Youth by K. Fletcher et al., Augsburg Publishing House, Minneapolis, Minnesota 55414, 1974.

Extend is one part of a training program for youth that was designed and tested by the Youth Research Center, Minneapolis, with funding from the National Institute of Mental Health (see also Peer Program for Youth, listed below). This guide, intended for adult youth leaders, contains instructions and exercises that use group interaction to help youth understand the needs of others, handle conflict, and reach out to their peers in friendship. This practical program consists of 10 sessions planned for groups of 10 to 12 youths. Extend can be used separately with youth groups in churches, schools, and community agencies or as a component for peer training programs that want to strengthen youths' ability and confidence in reaching out to others.

Peer Power: Becoming an Effective Peer Helper and Peer Counseling: An In-depth Look at Training Peer Helpers by H.D. Gray and J.A. Tindall, Accelerated Development, Inc., P.O. Box 667, Muncie, Indiana 47305, 1978.

Peer Counseling instructs trainers in setting up a peer counseling program and in teaching seven counseling and communication skills: how to communicate nonverbally, express empathy and genuine feelings, summarize, question, confront, and solve problems. Peer Power, a companion book to Peer Counseling, is a self-teaching manual for peer trainees that orients them to the training program and provides counseling and communication modules they can use before, during, and after their training.

Peer Program for Youth by A. Hebeisen, Augsburg Publishing House, Minneapolis, Minnesota 55414, 1973.

Hebeisen presents a systematized approach using group interaction exercises to develop self-esteem, self-understanding, and communication skills among peer program participants. A plan is provided for a peer training program that consists of a weekend retreat followed by ten 2½-hour sessions. The program deals with such topics as communicating feelings, exploring values and accepting others, learning to listen, and identifying and using personal strengths. Explanations on how to conduct each exercise are included.

V. TRAINING FOR LEADERS

Resources for Adults

If you would like to learn more about group skills with youth, one of the best ways is to participate in a workshop or enroll in a course that specifically addresses communication and group process skills. You may also want to pursue local or State possibilities for learning about alcohol and prevention.

Many local colleges and universities offer extension or continuing education programs, often connected with schools of education, that teach "life skills." These courses, which may also be available through community human service agencies, address personal growth, group process skills, leadership development, and interpersonal effectiveness. In the event that training opportunities do not exist in your area, you may want to contact the following training centers that offer both regional training services and educational resource materials:

Effectiveness Training, Inc.
531 Stevens Avenue
Solana Beach, California 92075

Sagamore Institute
National Humanistic Education Center
110 Spring Street
Saratoga Springs, New York 12866

University Associates
8517 Production Avenue
P.O. Box 26240
San Diego, California 92121

Drug and alcohol information courses may be available through local colleges, adult education classes, or community substance abuse agencies. Your Single State Agency (for directory, see page 26) can suggest training courses, summer alcohol schools, and consultants available in your area. Another resource is the NIAAA Information and Feature Service, a free publication from NCALI (see page 26) that lists training opportunities.

If yours is a school program, you may be able to take advantage of the regional alcohol and drug abuse training and resource centers operated by the U.S. Department of Education for local clusters of school personnel. School teams are chosen on the basis of a competitive application process. For information, contact the regional center in your area:

Northeast Region: U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, Adelphi National Training Institute, P.O. Box 403, Sayville, New York 11782. (States covered include Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, and Vermont.)

Southeast Region: U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, 1450 Madruga Avenue, Suite 406, Coral Gables, Florida 33146. (States covered include Alabama, District of Columbia, Florida, Georgia, Kentucky, North Carolina, Puerto Rico, South Carolina, Tennessee, Virginia, Virgin Islands, and West Virginia.)

Midwest Region: U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, 2 North Riverside Plaza, Chicago, Illinois 60606. (States covered include Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin.)

South Central Region: U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, Center for Educational Development, Suite 273 South, 6800 Park Ten Boulevard, San Antonio, Texas 78213. (States covered include Arizona, Arkansas, Colorado, Kansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, and Utah.)

Western Region: U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, Region 8 Training and Development Center, Inc., Box 9997, Mills College Station, Oakland, California 94613. (States covered include Alaska, American Samoa, California, Guam, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, and Wyoming.)

Resources for Teenagers

Once your youth become involved in alcohol projects and activities, you may want to expand and enrich their experience by providing training opportunities in leadership, personal growth and communication, and substance abuse prevention. Although teenagers often respond with great enthusiasm and commitment to this type of training, existing options for adolescents are more limited than they are for adults.

Teenage leadership development courses that supply "life skill" experiences may be offered by regional or local affiliates of such national groups as the Red Cross, Boys' Clubs, and National Association of Student Councils. If no local group takes part in such training, you may want to contact Effectiveness Training, Inc. (see page 31) for information on their nationwide network of qualified trainers who conduct "Youth Effectiveness Training." Talking with adult youth leaders in your community may suggest other training options.

For leadership training that includes attention to substance abuse issues, several options may be possible. A good place to start is with the State Prevention Coordinator in your Single State Agency (for directory, see page 26) for ideas on youth training programs within your State. Some local substance abuse prevention agencies may already be providing peer leadership training for groups of interested teenagers or may be willing to consider introducing such a program.

Six States conduct State teenage institutes on substance abuse, which are summer leadership training retreats offering an intensive, live-in experience of 1½ to 13 days for 50 to 500 participants. These institutes follow a variety of prevention approaches, but all use professional trainers and group facilitators for their workshops, lectures, experiential exercises, and recreation.

The institutes encourage growth in teenagers' personal skills, awareness of feelings, and caring for others, as well as teaching about substance abuse and planning for post-institute prevention activities in communities and schools. The Minnesota institute draws teenagers from Minnesota, Wisconsin, and Michigan; others are limited to State residents. Indepth descriptions of the institutes will appear in the Fall 1981 issue of Alcohol Health and Research World, available from NCALI (see page 26). Information about individual institutes may be obtained by writing:

Arkansas: State Prevention Coordinator, Office on Alcohol and Drug Abuse Prevention, Department of Human Services, 1515 West Seventh Street, Little Rock, Arkansas 72202.

Illinois: Project Administrator, Illinois Teenage Institute on Substance Abuse, 401 West Highland Avenue, Springfield, Illinois 62204.

Minnesota: Director, Drug Education Program, 240 Bohannon Hall, University of Minnesota (Duluth), Duluth, Minnesota 55812.

Missouri: Missouri Teenage Institute, St. Louis Area National Council on Alcoholism, 7438 Forsyth Boulevard, Suite 206, St. Louis, Missouri 63105.

Ohio: Teenage Institute for the Prevention of Alcohol and Other Drug Abuse, Division of Alcoholism, Ohio Department of Health, P.O. Box 118, Columbus, Ohio 43216.

Wisconsin: Prevention/Intervention Services, St. Croix Health Center, Box 16-A, Route 2, New Richmond, Wisconsin 54017.

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